



Your child's journey as a writer in
our school.

Presented by the English Team

Writing

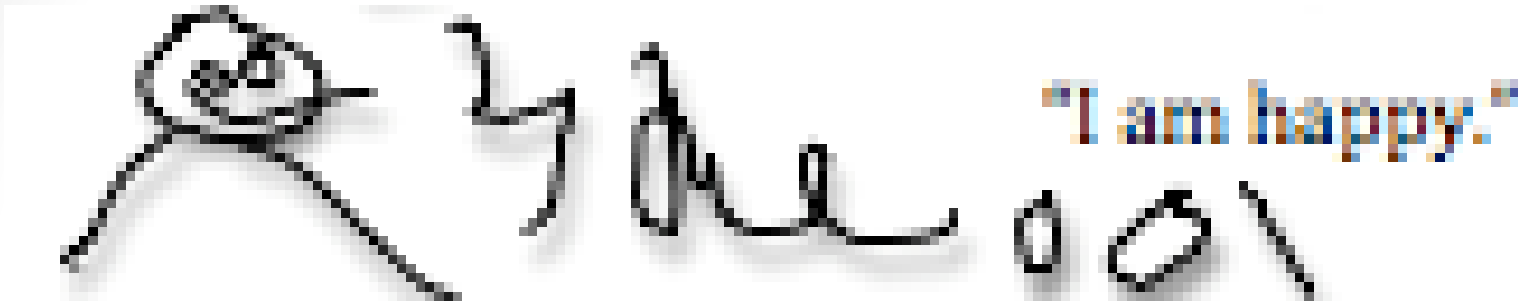


Our vision is to:

“Provide all children with meaningful opportunities so that they can write with confidence, enjoyment, accuracy, fluency and understanding.”



Your child will go from.....



to..

I fell from the plane onto a hot, sandy beach. Right ahead of us was an enormous jungle. We trudged slowly towards the jungle. I saw thousands of colourful birds. A tiny butterfly softly floated past my face.

during their journey as a writer in our school!

The Journey of a Writer in Early Years

Before writing can begin we need....

Listening skills

Understanding

Speaking skills

Fine motor skills

Gross motor skills

Pencil control and a functional grip

Reading/storytelling skills

Imagination and ideas

The thrill and the will!

Communication and Language...

Developing our listening, understanding and speaking skills

- Chatterbox time
- Make it up Monday
- Sparkle Time
- Opportunities to develop skills through discovery time and play with friends and adults
- Phonics

The journey towards being a writer...

Pre Writing skills -

- Gross motor control provision
- Dough Gym

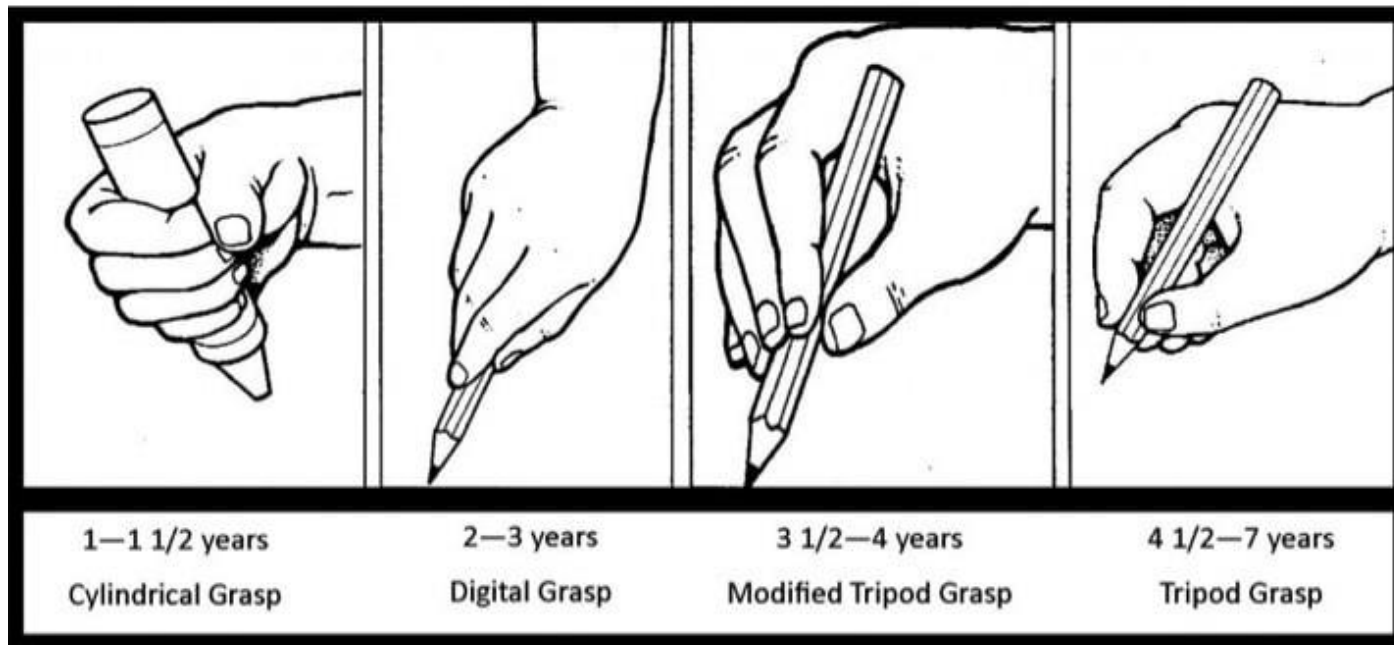


Pre-Writing Skills Continued...

- Fine Motor Skills and co-ordination/control provision
- Finger Gym



Pencil grips and control....



Phonics skills

- Phase 1
- Phase 2 –
 - Phonemes, graphemes, digraphs, blending and segmenting skills
 - Alphabet sounds
- Phase 3 –
 - Digraphs, trigraphs, blending and segmenting skills
 - Application through reading and writing
- Phase 4 –
 - Two syllable words, longer words, application through reading and writing

Key words

- Tricky words that can't be sounded out

the
no
go
to
I
into

we
me
he
be
she

was
her
you
all
are
my

stages of writing

① a b c / d e f

~~~~~  
~~~~~ "I am playing."

T T O F E O W

T 9 H O 2 F T X

o o D * F

CLOCK

al

I W H (I went home.)

 CAT

MY CAT IS BROWN

(My cat is brown.)

I play with my friend.
We like to jump rope!

40-60 months into the Early Learning Goal

40-60 Months

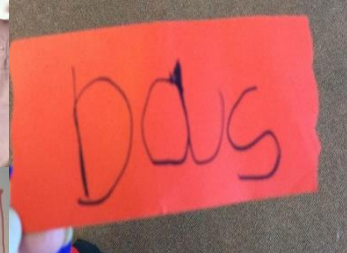
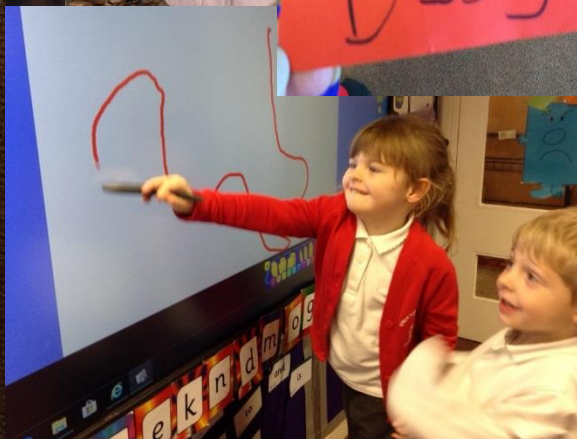
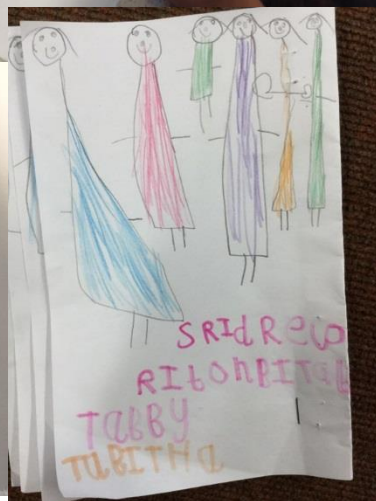
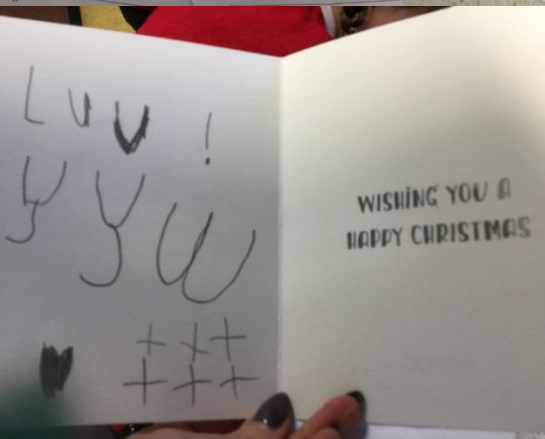
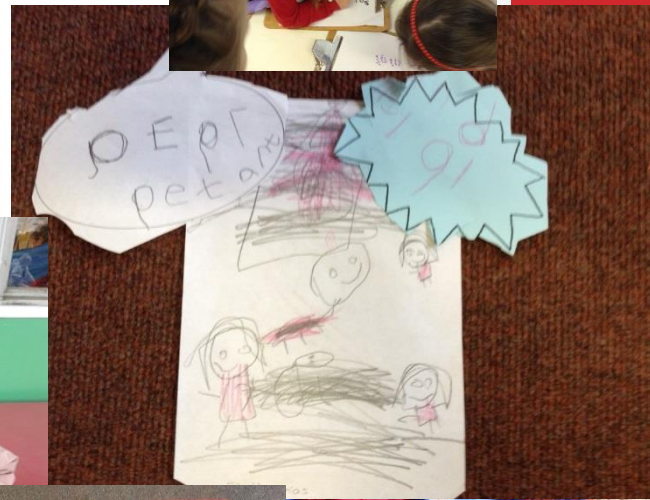
- Gives meaning to marks they make
- Begins to break the flow of speech into words
- Continues a rhyming string
- Hears and says initial sounds in words
- Segments the sounds in simple words and blends them together
- Links sounds to letters, naming and sounding letters of the alphabet
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Writes own name and other things such as labels and captions
- Attempts to write short sentences in meaningful contexts

Early Learning Goal

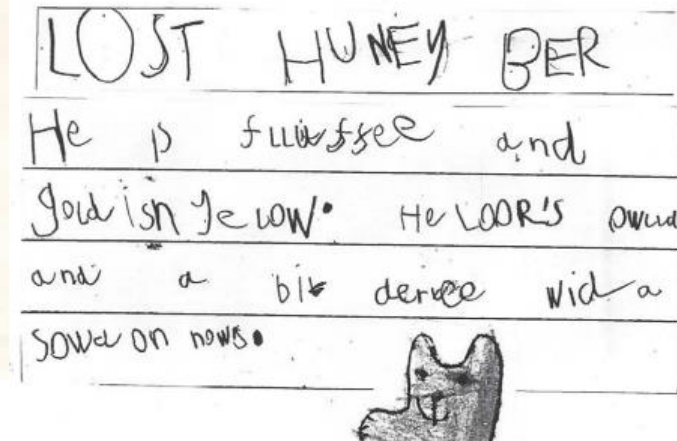
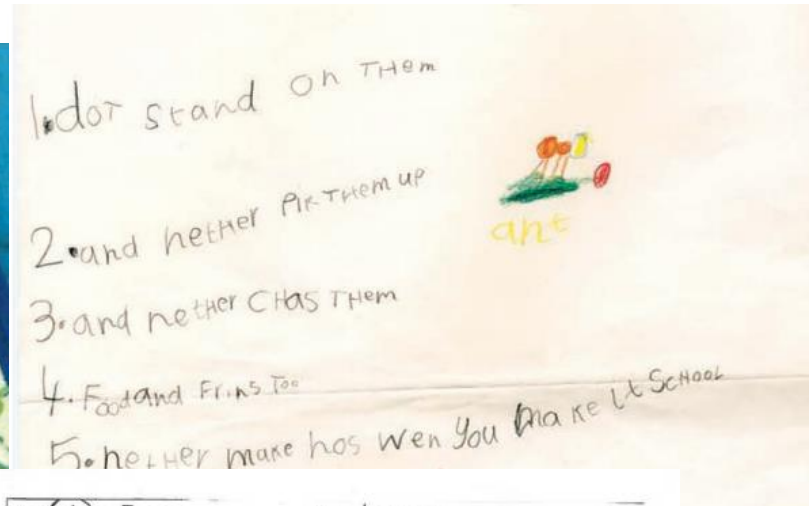
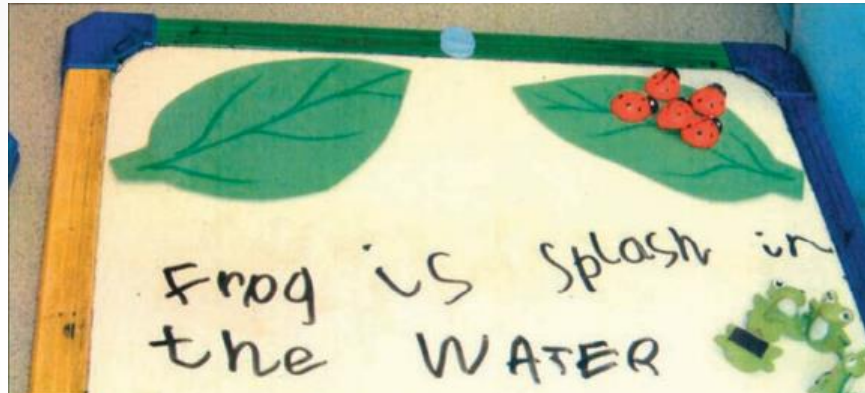
- Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Early Learning Goal +

- Children can spell phonetically regular words of more than one syllable as well as many irregular but high frequency words. They use key features of narrative in their own writing.



Early Learning Goal Examples



How you can help at home...

- Encourage children to develop their motor control and when appropriate, to use a pencil/pen to mark make
- Practise letter recognition and recall as much as possible
- Give children opportunities to help you write, ie shopping lists
- Let them sound out words themselves, rather than giving them writing to copy
- Use lower case letters
- Read with your child, lots of story books but also their reading book
- Use Bug Club



Year One writing

- Topics and hooks mainly based on interests of the children and current affairs
- Autumn Term – small groups & Cool Time
- Spring Term – larger groups. Focused Cool Time.
Expect greater stamina and spelling more accurately.
- Summer Term – some whole class writing in preparation for Year 2
- Daily phonics sessions which recap on prior learning and introduce the next phase of phonemes.



Assembly holder
Birthday celebrator
Praise Giver
Child helper
Smile sharer
School leader



What we expect to see by the end of the year

Using pronoun 'I'

Using capital letters and full stops and finger spaces.

Using suffixes which do not alter root words

Form letters correctly

Using phonics to spell

Using 'and' to join words and sentences

Read what they have written and check it makes sense.

Write a simple sentence

Editing work with support

Spell the days of the week

Form digits 0-9

Name letters of the alphabet in order

What does this look like? – A range of real, imaginary, engaging and meaningful writing outcomes

Retelling fairy tales

Animal fact file

Kennings Poetry

World war 1 letters

Our diary entries

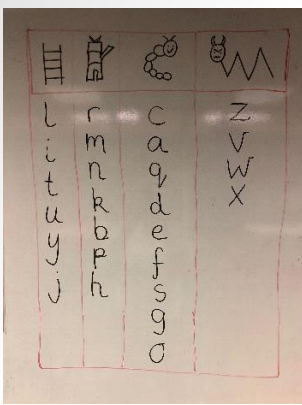
Pantomime recount

Eye witness report writing

Introductory letters to new teachers

Book reviews

Character descriptions



Handwriting

- In Year One we build on the letter formation learning which has taken place in Early Years.
- We teach the children about 'letter families' which help them to recognise how groups of letters are formed e.g. the ladder family, the one-armed robot, the curly caterpillar and the zig-zag monster.
- This is where the children learn to add 'lead out' strokes to certain letters.
- We continue to support the children in using the correct pencil grip they have learned in Early Years.

Letter Formation Worksheet



Trace over these letters and then try writing your own:



All of the following begin with the sound h

Can you write the letter h to complete the words?



heart



hat

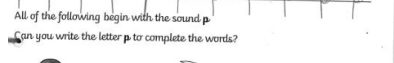
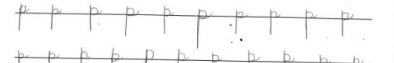
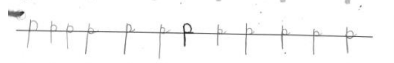
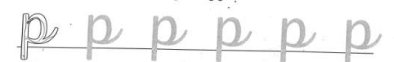


hand

Letter Formation Worksheet



Trace over these letters and then try writing your own:



All of the following begin with the sound p

Can you write the letter p to complete the words?



parrot

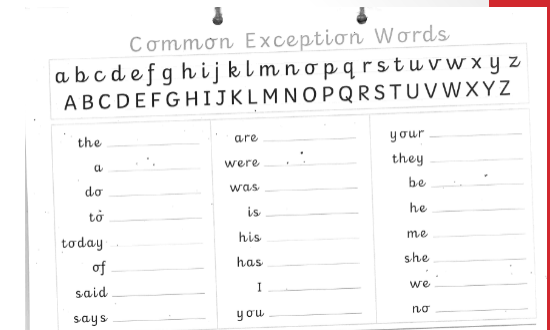


trumpet



pie

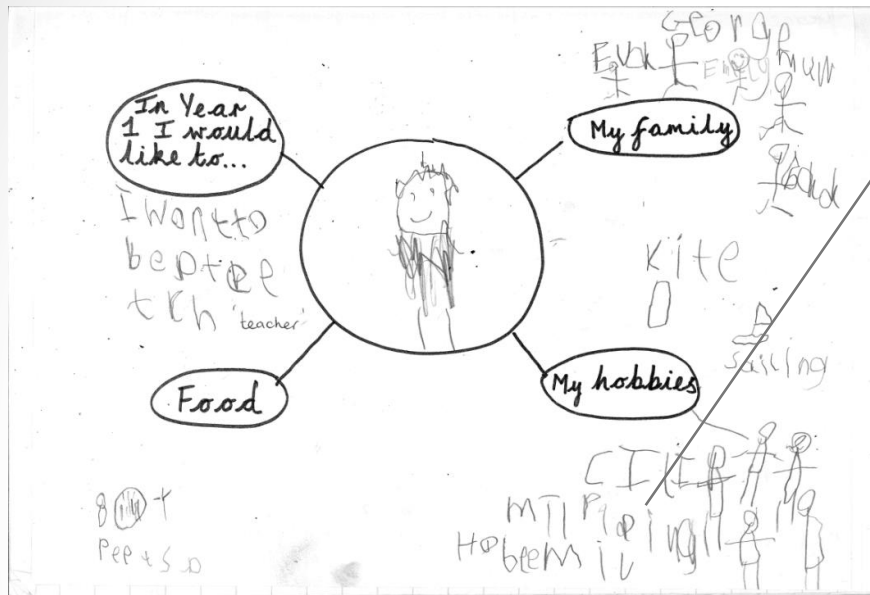
Spellings



- We continue to revisit the words learned in Early Years, with greater emphasis on spelling them correctly.
- By the end of Year One the children are expected to read and spell MOST of the 45 common exception words.
- We practise spellings in our daily phonics sessions and provide word mats/bookmarks to support the children's writing.



Examples of writing in Year One



Capital letter for pronoun I.
No clear finger spaces yet.
No full stops to punctuate sentences.
Uses known phonemes in words.

'dangerous'
• d a u l e r s h a r k s
• m e e t r e f t o o s
• g i l l s
• b h a l d t e e t h . ✓ *am.*

Clearer letter formation
with some reversal still
present. Good use of
phonemes.

She ~~is~~ is kind ^{and} she has brown hair
she is kind and she has a red red coat
she is helpful because she helps her
mum. ✓
(I) am.

Capital letters, finger
Spaces and full stops present.
Letters formed correctly
Spelling more accurate.

How can you help your child at home?

- Reading with your children daily.
- Playing games and singing songs
- Writing if the opportunity arises
e.g. lists, cards etc
- Practise common exception word spelling and reading. Practise HFW reading.

Year Two writing

- Topics and hooks based on interests of the children and current affairs.
- Generally, whole class writing with support from Teacher and TA.

What does this look like? – A range of real, imaginary, engaging and meaningful writing outcomes

Adapted fairy tales

Victorian Christmas leaflet

Persuade someone to go to The Bahamas

World war 1 poems

Pirate adventures

Write a new trick for The Twits!!

Letters to The Grinch

Titanic newspaper report

Book-inspired writing – Meerkat Mail
postcards

Letter to Meghan and Harry

This must include teaching the National Curriculum:

Contractions (using apostrophes - it's)

Using commas in a list

How to spell using suffixes -ed, -est, -er

Possessive apostrophes
"The girl's coat"

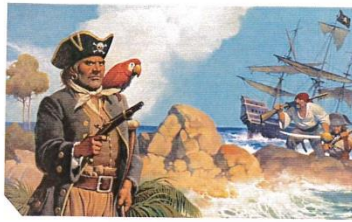
Expanded noun phrases - description

Editing and proof-reading

Different sentence types:
eg. Question, command, exclamation

Handwriting – forming letters correctly and
joining for some

Summer term
Year 2 writing



LO: To use your imagination to write a narrative using a range of sentence types.

25/4/16

826\4\16

2 The pirates landed on the beach and saw... a village offering a treasure map & so he said can you have the treasure map? But then the village turned into a ghost who was chattering with ~~later~~ later as he gave a way. The Captain was so angry his ~~the~~ cheeks went as red as blood. So the Captain said come on crew let's chase that stupid ghost. On the way he dropped his treasure map & so the Captain jumped off the ship and got the treasure map. Come on this way look it should be here under that tree. That's right to right & right ~~right~~ right they dug and they dug until they found the treasure then they went home & said if I found the treasure.

The End



LO: To use your imagination to write a narrative using a range of sentence types.

25/4/16
826\4\16

Question

-ed ending

Coordinating conjunction

Spelling many words correctly

Noun phrase

-ed ending NOT
applying the rule correctly

Spelling some
words with
contracted form
eg. Let's

Command

Most sentences have capital letters
and full stops used correctly

Statement

Using diagonal and horizontal strokes needed
to join letters

Past tense used correctly and consistently


2 The pirates landed on the beach
and saw... a village offering a
treasure map & so he said can
you have the treasure map? But
then the village turned into a
ghost who was chattering with
later later as he made a way.
The Captain was so angry his
cheeks went as red as
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on crew let's chase him that
stupid ghost. On the way he
dropped his treasure map & so
the Captain jumped off the ship
and got the treasure map. Come
on this way look it should
be here under that tree.
That night the pirates dug
right right they dug and they
dug until they found the treasure
then they went home
if found the treasure.

The End

Evidence of editing
using Purple Polishing
Pen for spelling.

LO: To write a narrative using exclamatory sentences. 19/11/18

Context: 'Adventures are the pits'—story clip



Checklist for success:

| | | |
|--|---|-----------------------------|
| Have I used exclamatory sentences in my writing? | Have I used capital letters and full stops? | Do my sentences make sense? |
| ✓ 3 | ✓ 3 | ✓ 3 |

One morning a little boy called Tom went down the slide. He went down down down down he saw a long banner he started to run. He saw a plate it went on he said. What a sticky horse! it is! Wash! Saw a dog and he ran to the top. He had had one look at the picture but ate he still eat it.

Slide how long that it slid it!

all.

Spelling

Year 2

- Spelling rules taught daily
- Word books/banks/working walls
- Dictionaries
- Spelling tests and homework
- Reinforce the different ways to spell – introduce 'have a go' spelling

– eg. drain, drayn, drane
cherch, church, chirch

**When we spell and
we get stuck
we do this....**

Clap the
syllables/chunk

pump-kin

Remember the
SHAPE of the word

has had
going

Segment the
word and
use 'have a go'
Fish f-i-sh

Use a word
mat or use the
wall

Use word
families

If I know how to spell some
I can spell come

Use a
mnemonic

could
"oh you lucky
duck"

**We are going to
practise all these
ways.....**

Year 2 Writing

By the end of Year 2 children's writing is assessed. Can they...

- Write **coherent** narratives about events (real and fictional)
- Demarcate **MOST** sentences with capital letters and full stops
- Use question marks
- Use present and past tense consistently
- Use and/or/but and because/when/if/that to join clauses
- Spell **MANY** common exception words
- Spelling **MANY** phonetically plausible words **CORRECTLY** and making phonetically plausible attempts at others.
- Form capital letters of the correct size, orientation and relationship to lower case letters. Correct spacing.

How can you help your child at home?

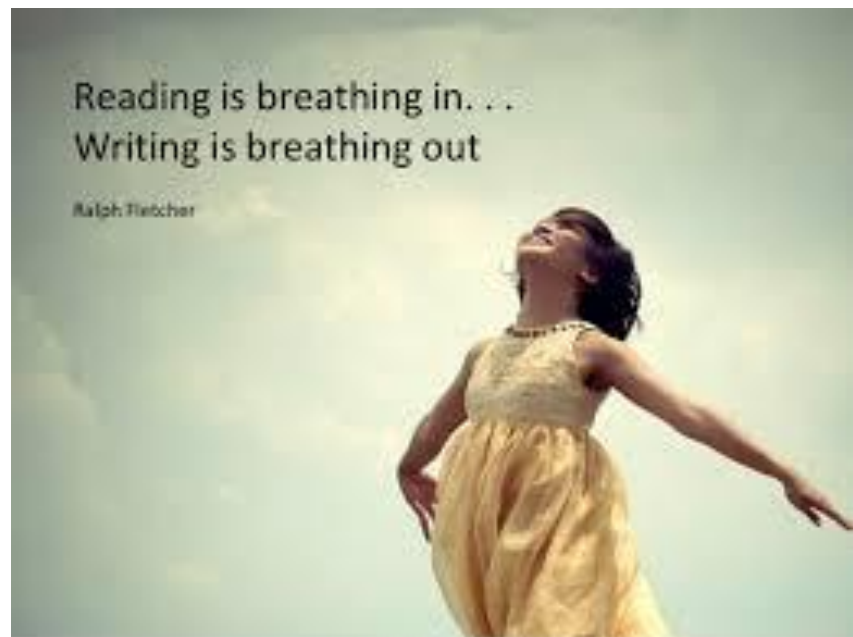
- Have fun with writing at home!
- No-one gets it right first time, the best writers draft, edit and improve continuously.
- Support your child with their spelling (& homework), punctuation and grammar but confidence in writing is more important.



The MOST important thing you can do at home? READ with your child

Research has shown that there is a direct correlation between successful readers and successful writers!

Immerse your child in words through books and face to face communication.



Reading Challenge on its way.....

Please now take the opportunity to look at English in action around the classrooms in Early Years and Key Stage 1. Please start at your youngest child's classroom.

Meet us back in 20 minutes for us to answer any questions you may have.

Have fun!

